



## Belle Hall Elementary

385 Egypt Road  
Mt. Pleasant, SC 29464

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	718 Students	
<b>Principal</b>	Kevin Conklin	843-849-2841
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Toya Hampton Green	843-723-7831

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Excellent</b>	<b>Excellent</b>
2008	Excellent	Excellent
2007	Excellent	Good
2006	Excellent	Excellent
2005	Excellent	Good

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

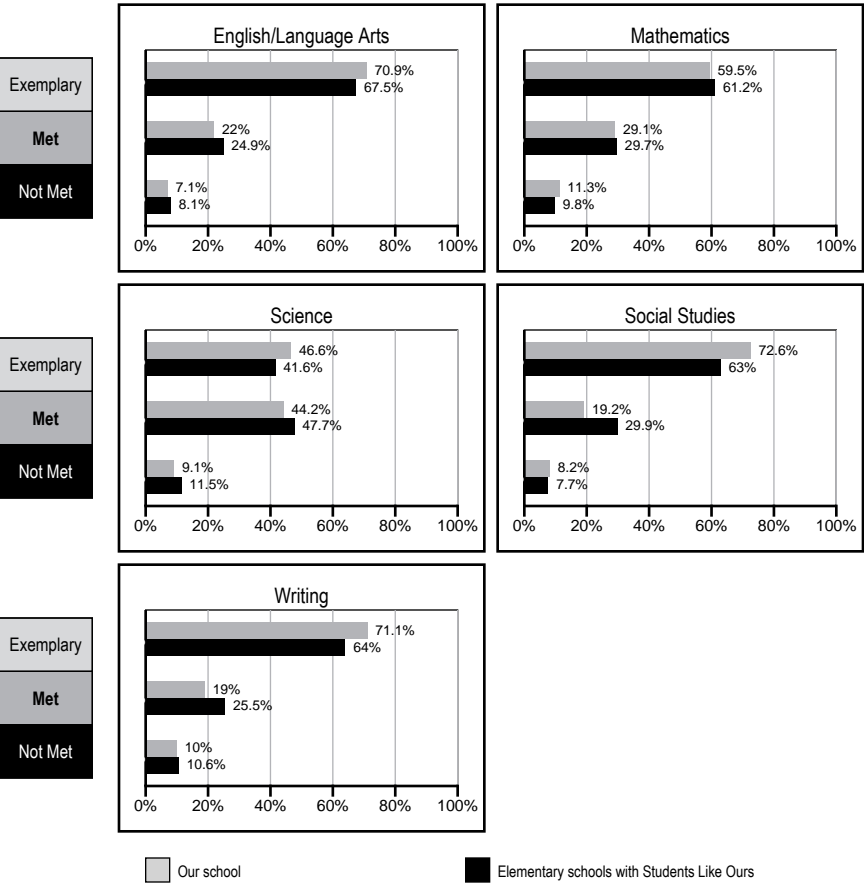
95.6%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
14	0	0	0	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=718)</b>				
First graders who attended full-day kindergarten	98.4%	Down from 100.0%	100.0%	100.0%
Retention rate	0.6%	Down from 1.3%	0.6%	1.9%
Attendance rate	96.8%	Down from 97.0%	97.1%	96.3%
Eligible for gifted and talented	30.2%	Down from 35.6%	29.9%	10.0%
With disabilities other than speech	5.8%	Up from 5.2%	4.7%	7.7%
Older than usual for grade	0.2%	Down from 0.5%	0.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=51)</b>				
Teachers with advanced degrees	62.7%	Up from 59.3%	66.0%	59.4%
Continuing contract teachers	96.1%	Up from 87.0%	87.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	90.9%	Up from 90.5%	84.7%	85.9%
Teacher attendance rate	96.5%	No Change	95.5%	95.1%
Average teacher salary*	\$50,929	Up 6.4%	\$50,906	\$47,149
Professional development days/teacher	6.2 days	Down from 6.8 days	9.3 days	11.1 days
<b>School</b>				
Principal's years at school	1.0	Down from 10.0	7.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Up from 19.8 to 1	20.5 to 1	18.8 to 1
Prime instructional time	93.1%	No Change	91.8%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	Down from Yes	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,485	Down 4.1%	\$6,781	\$7,458
Percent of expenditures for instruction**	75.8%	Down from 75.9%	68.5%	68.8%
Percent of expenditures for teacher salaries**	71.5%	Up from 57.9%	64.9%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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## Report of Principal and School Improvement Council

This report card data reflects PACT results and School Climate Surveys of parents and students in grade five for the spring of 2009. Belle Hall Elementary (BHE) is proud of the students' performance and achievement on the PACT. We continue to place academics and student achievement as priorities especially as we transition to the new Palmetto Assessment of State Standards (PASS) exam. The school provides a safe and nurturing environment promoting character development through regularly scheduled guidance classes. Our curriculum is rigorous with challenging activities for developing students. Belle Hall is a successful school that benefits from the hard work and determination of our students, teachers, parents, staff and community. BHE received the 2008 Palmetto Gold Award, which is based on exemplary student achievement. This is our eighth consecutive year for this distinction. Thank you to everyone who supported us in pursuit of these goals!

Belle Hall Elementary's mission is to develop skilled, respected, independent seekers of knowledge by providing a rich, diverse, and challenging curriculum. The school's ethnically diverse population of 737 students in Child Development through the 5th grade has an enrollment of 80% white and 20% non-white students. Instructional programs include various special education services, Gifted and Talented, fine arts, technology, guidance, Accelerated Reader, chorus, handbells, and regular intervention groups for students needing academic assistance. Students may also participate in swimming and basketball among other extracurricular activities. Students in 2nd through 5th grades may qualify for the Gifted and Talented program. This year 32% of our children participated in this program. Efforts are consistently made to provide additional resources to classrooms with increasing student-teacher ratios. In 2008-09, average class sizes were 22:1 in kindergarten, 18:1 in first grade and about 23:1 in the upper grades. Teacher turnover is rare at Belle Hall and greater than 4 out of 5 teachers hold a Master's Degree or above. Belle Hall teachers currently average 20 years of teaching experience, with four holding National Board Certification. Adequate time for teacher planning and training remains a challenge to meeting the needs of students.

The Belle Hall journey to support all children and enable them to be successful, fulfilled learners continues.

Kevin Conklin, Principal

Trisha Newitt, 2008-09 SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	87	65
Percent satisfied with learning environment	100.0%	95.2%	96.9%
Percent satisfied with social and physical environment	100.0%	94.3%	96.9%
Percent satisfied with school-home relations	100.0%	96.6%	93.8%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

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School Adequate Yearly Progress

YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.8%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	333	100	7.1	22.8	70.2	95.5	84.9	82.8	Yes	Yes
<b>Gender</b>										
Male	182	100	10.8	25.1	64.1	93.4	81.8	79.3	N/A	N/A
Female	151	100	2.8	20	77.2	97.9	88.1	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	270	100	2.3	20.5	77.1	98.4	95.8	89.5	Yes	Yes
African American	54	100	34	36.2	29.8	78.7	74.8	73.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	96.4	92.3	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	76.3	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	23	100	47.4	26.3	26.3	63.2	53.5	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	75.6	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	44	100	25	40	35	82.5	74.9	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	333	100	11.2	29.8	59	94.6	81	78.9	Yes	Yes
<b>Gender</b>										
Male	182	100	15	29.3	55.7	92.8	79.3	77	N/A	N/A
Female	151	100	6.9	30.3	62.8	96.6	82.8	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	270	100	4.7	29.5	65.9	98.4	94.6	87.2	Yes	Yes
African American	54	100	48.9	34	17	72.3	67.9	66.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	76.7	76	I/S	I/S
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	23	100	52.6	21.1	26.3	52.6	46.9	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	77.1	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	44	100	40	37.5	22.5	75	69.2	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	224	100	9	44.8	46.2	91	68.9	67.5
Gender								
Male	126	100	12.1	44.8	43.1	87.9	68.2	67
Female	98	100	5.3	44.7	50	94.7	69.6	68
Racial/Ethnic Group								
White	188	100	3.9	44.2	51.9	96.1	90.4	79.5
African American	30	100	48	48	4	52	48.1	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87.2	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	58.6	60.7
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	14	100	I/S	I/S	I/S	I/S	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	58.3	59.6
Socio-Economic Status								
Subsided meals	23	100	40	40	20	60	50.2	55.1

Social Studies								
All Students	226	99.6	7.7	20.1	72.2	92.3	76.8	72.3
Gender								
Male	118	100	12.3	17.9	69.8	87.7	75.3	71.5
Female	108	99.1	2.9	22.3	74.8	97.1	78.4	73.2
Racial/Ethnic Group								
White	184	99.5	2.9	17.7	79.4	97.1	91.5	80.7
African American	36	100	36.7	33.3	30	63.3	62.7	60
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	71.4	68
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	18	94.4	46.2	30.8	23.1	53.8	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	71.6	67.9
Socio-Economic Status								
Subsided meals	31	100	29.6	44.4	25.9	70.4	64	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	334	99.1	10	19	71.1	90	74.1	70.2	96.8	96
Gender										
Male	182	98.4	13.9	23.6	62.4	86.1	67.8	63.2	96.7	95.9
Female	152	100	5.5	13.7	80.8	94.5	80.6	77.5	96.9	96.1
Racial/Ethnic Group										
White	267	98.9	4.3	17.3	78.4	95.7	90.4	79.1	96.6	95.9
African American	57	100	41.7	29.2	29.2	58.3	59.2	57.6	97.4	96
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89.9	86.2	98	97
Hispanic	1	I/S	I/S	I/S	I/S	I/S	61.1	62.6	97.2	96.3
American Indian/Alaskan	1	I/S	N/A	N/A	N/A	N/A	84	68.7	96.2	95.8
Disability Status										
Disabled	25	88	50	15	35	50	29.6	26.1	95.8	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	60.2	61.2	97.6	96.5
Socio-Economic Status										
Subsidized meals	47	97.9	37.5	25	37.5	62.5	59.1	58.9	96.9	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	120	100	11.8	14.5	73.6	88.2
	4	116	100	4.7	26.2	69.2	95.3
	5	97	100	4.2	28.4	67.4	95.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	120	100	20	30	50	80
	4	116	100	7.5	28	64.5	92.5
	5	97	100	5.3	31.6	63.2	94.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	60	100	13	48.1	38.9	87
	4	116	100	10.2	38.9	50.9	89.8
	5	48	100	2.1	54.2	43.8	97.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	61	100	14.3	25	60.7	85.7
	4	116	100	6.5	15.9	77.6	93.5
	5	49	98	2.2	23.9	73.9	97.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	120	100	16.2	18.9	64.9	83.8
	4	117	99.2	7.5	13.1	79.4	92.5
	5	97	97.9	5.4	25.8	68.8	94.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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